

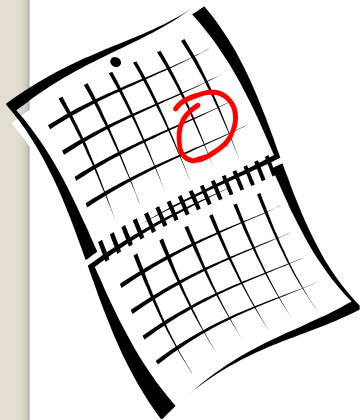


## *Big6 by the Month*

**Delivering Essential  
Information Literacy  
Learning to All  
Students**



**February  
Revisit and Reflect**







**Mike Eisenberg**



**Janet Murray**

# **The Team!**



**Sue Wurster**



**Colet Bartow**



# Agenda

## Revisit *Big6 by the Month* YTD

- Defined: Standards & Power Objectives
- Predictable: Schedule & Lesson Ideas
- Measured: Assessment
- Reported: Options for Target Audience

## Reflect on *Big6 by the Month* YTD

- Questions for attendees
- Questions for the instructional team





# Revisit

## Big6 by the Month



# Big6™ by the Month

*Comprehensive* information literacy  
that is:

- ✓ Defined
- ✓ Predictable
- ✓ Measured
- ✓ Reported



# Implementing Big6 by the Month

1. DEFINED: For each month, determine 2-4-8 *power Grade Level Objectives* based on the designated *Big6/Super3* stages.
2. PREDICTABLE: adopt, and adapt the *Big6 by the Month* schedule to your own school setting and calendar.
  1. For each month, link to classroom subject areas:
    1. if available, use existing curriculum or curriculum mapping info.
    2. if necessary, complete *Assignment Mapping*.
  2. For each week, develop instructional lessons based on *Grade Level Objectives* linked to *classroom assignments*.
3. MEASURED: For each month, develop *Big6/Super3 Assessment* (approach, evidence, criteria) based on *Grade Level Objectives* and linked to classroom assignments.
4. REPORTED: Determine audience and means of *reporting* to that audience to document and communicate performance.

What parts of the Big6 by the Month approach work for you? Problems, issues, or concerns?





# Big6™ by the Month

*Comprehensive* information literacy that is:

- ✓ **Defined**
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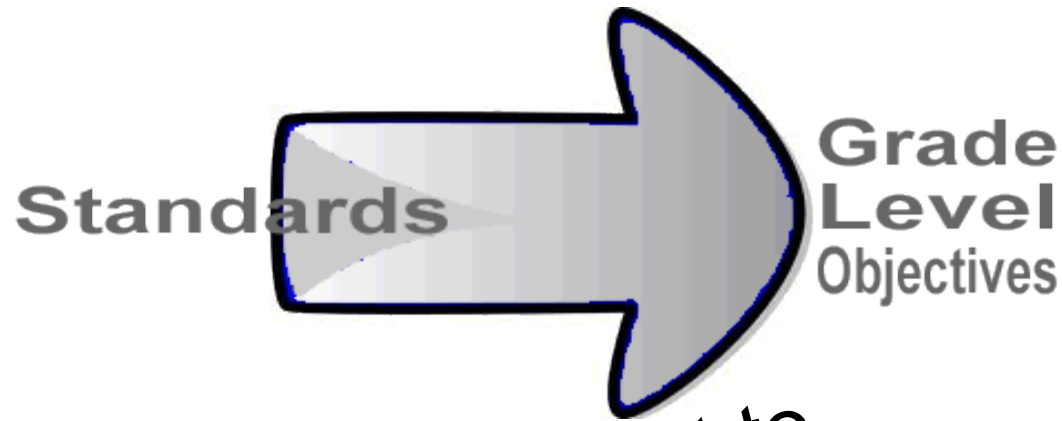


# Standards

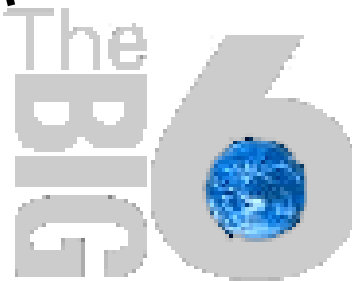
<b><i>Know =</i></b> <b>Content Specific</b>	<b><i>Able to Do =</i></b> <b>Process and Performance</b>
Mathematics (facts and formulas)	Problem Solving
Social Studies (names, dates, places)	Problem Solving and Research
Science (facts and formulas)	Inquiry-based
Literature	Reading, Writing, Listening and Speaking

Colet Bartow, Library-Information Literacy Curriculum Specialist, Montana Office of Public Instruction





Why is it important to  
identify relevant **standards**?








## Big6™ Skills Aligned with TEKS\* Standards

*\*Texas Essential Knowledge and Skills*

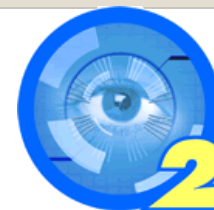
Standards describe what students should *know* and *be able to do*. The Big6™ Skills is an information problem-solving process that can help students achieve educational standards by giving them strategies to accomplish the “able to do” part of the definition of standards.

Big6™ Skill	English Language Arts: Research (grade 6)	Social Sciences (grade 6)	Science (grade 6)	Technology Applications* (grade 6)
 <p><b>1. Task Definition</b></p>	<p>22. Students ask open-ended research questions and develop a plan for answering them.</p>	<p>23 A. use a problem-solving process to identify a problem, ...</p>	<p>3. uses critical thinking, scientific reasoning, and problem solving to make informed decisions.</p> <p>2 A. plan and implement comparative and descriptive investigations by ... asking well-designed questions.</p>	<p>3 A. create a research plan to guide inquiry.</p> <p>4 A. identify and define relevant problems and significant questions for investigation.</p>

[http://janetsinfo.com/Big6\\_TEKSStd.htm](http://janetsinfo.com/Big6_TEKSStd.htm)



# ICT Literacy Standards



## ICT Literacy Standards

AASL

1.1.4 Find, evaluate, and select appropriate sources to answer questions.  
1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

ACRL

1.2 identify a variety of types and formats of potential sources for information.  
3.2 articulates and applies initial criteria for evaluating both the information and its sources.

TRAILS

2. Identify potential sources.  
4. Evaluate sources and information.

ISLNETS

3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

How does identifying ICT literacy standards help focus your information literacy instruction?



# Common Core Standards



## Related Common Core Standards

Reading	<p>5. <b>Analyze</b> the structure of texts</p> <p>9. <b>Analyze</b> how two or more texts address similar themes or topics</p>
Reading: Informational Text	<p>2. Determine a central idea of a text and how it is conveyed through particular details; provide a <b>summary</b> of the text distinct from personal opinion or judgments.</p>
Reading: History and Social Studies	<p>2. Determine the central ideas or information of a primary or secondary source and use an accurate <b>summary</b> of the source distinct from prior knowledge or opinions.</p>
Writing	<p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective <b>selection, organization, and analysis</b> of content.</p> <p>8. ... integrate the information while <b>avoiding plagiarism</b>.</p>
Mathematical Practices	<p>5. Use appropriate tools strategically: ... make sound decisions about when tools might be helpful ... use technological tools</p>

How does identifying relevant content standards help focus your information literacy instruction?



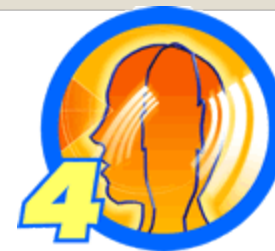
# Grade Level Objectives

Grade Level Objectives	Grades					
	Cross-Grade Objective	6	7	8	9-10	11-12
	5.1 BM 8 Use and respond to a variety of print and digital formats for pleasure and personal growth.	A. express areas of interest	A. express areas of interest	A. express and justify areas of interest	A. explore a variety of formats based on personal interest	A. explore a variety of formats based on personal interest
	1.1 Define the problem - problem or task identification	B. summarize task	B. summarize task	B. paraphrase task	A. develop a range of questions	A. develop and refine a range of questions
	1.1 Define the problem - topic selection	C. broaden or narrow topic	C. broaden or narrow topic	C. broaden or narrow topic	D. Narrow down topic based on initial results	C. assess whether the problem is too narrow/broad and adjust accordingly
	1.1 Define the problem - keywords	E. identify keywords	D. identify keywords	D. identify or generate keywords E. confirm usefulness of keywords	B. formulate keywords C. validate usefulness of keywords	B. formulate and authenticate keywords within the problem
	1.1 Define the problem - setting a plan for information problem-solving	A. formulate questions or steps needed to solve the problem or task	A. formulate questions or steps needed to solve the problem or task	A. formulate steps needed to solve the problem or task		E. appraise depth and complexity of problem
	1.2 Identify the types and amount of information needed	1.1 E. list information requirements of the task	1.1 E. list information requirements of the task	1.1 F. Identify, list and interpret information requirements of the task	1.1 F Assess need for more or less information	

How does selecting "power" grade level objectives help focus your information literacy instruction?



# Use of Information



## 4.1 Engage the information

- Read for purpose
- Skim and scan
- Identify main ideas

How do the bullet points under the “Little Twelve” subdivisions help you select grade level objectives?

## 4.2 Extract relevant information

- Take notes
- Cite sources
- Distinguish between summarizing, paraphrasing, and/or direct quotations



# ***Big6™ by the Month***



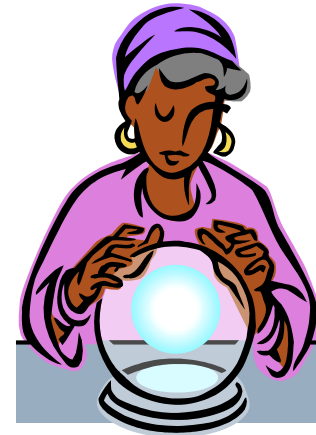
*Comprehensive* information literacy that is:

✓ Defined

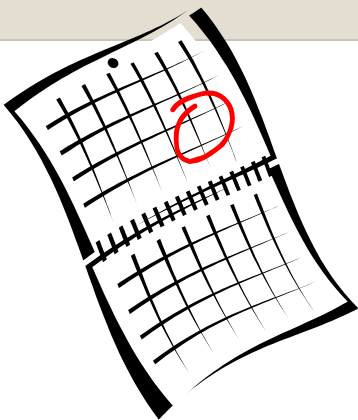
✓ ***Predictable***

✓ Measured

✓ Reported







# ***Big6 by the Month*** **2012-2013**

**Sept:** Overview of the process

**Oct:** Task Definition

**Nov:** Info Seeking Strategies

**Dec:** Location & Access

**Jan:** Use of Info

**Feb:** Revisit and Reflect

**Mar:** Synthesis

**Apr:** Evaluation

**May:** Culminating Activities

Have you been able to implement a predictable schedule of Big6/Super3 teaching and learning?



# Roles in Information Literacy Instruction





# Alternative Roles/Approaches

Position	Delivery-Centered	Management-Centered
Teacher-Librarian Technology Teacher	<ul style="list-style-type: none"> <li>• Teach lessons/mini-lessons to students.</li> <li>• Coordinate instruction with classroom assignments (and curriculum).</li> <li>• Assess student performance.</li> <li>• Report instruction and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan &amp; manage instruction.</li> <li>• Coach and advise classroom teachers.</li> <li>• Provide lessons/mini-lessons to classroom teachers.</li> <li>• Coordinate assessment and reporting with classroom teachers.</li> <li>• Document and report instruction and learning.</li> </ul>
Peer Coach	<ul style="list-style-type: none"> <li>• Model and teach lessons/mini-lessons to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Coach and advise all teachers on Big6 instruction and assessment.</li> <li>• Provide lessons/mini-lessons and assessment strategies.</li> <li>• Advise and coach on reporting.</li> </ul>
Classroom Teacher	<ul style="list-style-type: none"> <li>• Identify relevant content curriculum and assignments.</li> <li>• Teach lessons/mini-lessons to students.</li> <li>• Assess student performance.</li> <li>• Report student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and manage learning for students.</li> <li>• Coordinate instruction with TL, Tech Teacher, or others.</li> <li>• Determine and implement assessment and reporting approaches.</li> </ul>



# Roles in Information Literacy Instruction







# Lesson Ideas



# Lessons

Please share some successful lessons taught – in context!

Big6 Stage	Grade	Subject	Big6 Lesson	Assessment
1.1 – TD – Listen and retell the problem or task	2-4	Science	KWL ((Know, Want to Know, Learn) chart related to cloud types. For W – create a Task Definition statement	Class responses, ease of completing
1.2 – Understand the nature and kinds of info needed	4-6	Social Studies	Groups creates a “bubble map” graphic organizer listing ALL the types of information they may possibly use.	Bubble map – quantity and quality of types of info
1.1 – identify and define key words	7-10	Math	Key works in math story problems	Quiz on keywords Accuracy
2.1 – ISS - brainstorm possible sources	2	Science	Generate post-it notes of possible sources	Post-its – expect 3 per student
2.2 – ISS - select the best	9/10	Social Studies	From brainstormed list, select the best and explain why – relevance and credibility	justifications
3.2 – L&A - text features of books	1/2	Reading	Use parts of a book to define vocabulary words	worksheet
4.2 – note-taking - PowerPoint and other tools	4-8	Science	Use PPT for taking notes	Completed PPT slides
4.1/ 4.2 – quoting, paraphrasing, summarizing	10-12	English	Ohio U on differences among quoting, paraphrasing, summarizing. Purdue practice materials.	Samples and work – accuracy and appropriateness.



# *Big6™ by the Month*



*Comprehensive* information literacy that is:

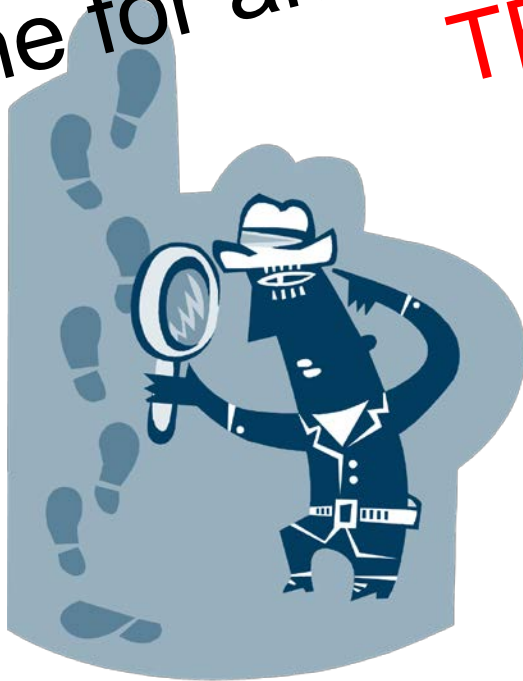
- ✓ Defined
- ✓ Predictable
- ✓ ***Measured***
- ✓ Reported





# Measured

Evidence Criteria  
Time for an interim assessment using  
**TRAILS...**





# Evidence

- Classroom assignment
- Worksheet
- Contribution to discussion
- Written or verbal explanation (for choice of topic and sources)
- Lab report
- Checklist
- Observation
- Test
- Self assessment

What does the **evidence** collected tell us about student performance?



# Sample Criteria

## (to use in rubric/scoring guide)

- Completeness

- Accuracy

- Logic

How well have students met the **criteria** established for learning objectives AND assignments?

- Creativity/insight

- Relevance

- Credibility

- Sources (number, type, range, quality)



# ***Big6™ by the Month***



*Comprehensive* information literacy that is:

- ✓ Defined
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**REPORT CARD**

GRADING PERIOD	1	2	3	4
READING				
WRITTEN COMMUNICATION	A			
MATHEMATICS	A			
SCIENCE/HEALTH	C			
SOCIAL STUDIES	B			
ART	B			
MUSIC	A			
PHYSICAL EDUCATION	A			
INFORMATION LITERACY	C			
	B			
Grade Average	B			
Attendance:				
Present	48			
Absent	0			
Tardy	1			

A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement  
U = Unsatisfactory • I = Insufficient / Incomplete

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_



# Reported

## Audience

- ✓ *Students*
- ✓ *Other Teachers*
- ✓ *Administrators*
- ✓ *Parents*
- ✓ *Public*

## Options

- ☐ Exit Tickets
- ☐ Grades on assignments
- ☐ Monthly/quarterly reports about student performance
- ☐ Monthly/quarterly reports on the program
- ☐ Report card grades
- ☐ Displays of student work
- ☐ \_\_\_\_\_



# Aggregate Student Progress Report

## Grade:

Big6 Stage	Novice (1)	Nearing Proficient (2)	Proficient (3)	Advanced (4)
Task Definition 1.1	10%	10%	75%	5%
Task Definition 1.2	10%	10%	75%	5%
Information Seeking Strategies 2.1	15%	20%	60%	5%
Information Seeking Strategies 2.2	15%	20%	60%	5%
Location and Access 3.1	10%	10%	75%	5%
Location and Access 3.2	10%	10%	75%	5%
Use of Information 4.1	25%	30%	45%	5%
Use of Information 4.2	25%	30%	45%	5%





# Reflect



# Defined

- How does identifying relevant **content standards** help focus your information literacy instruction?
- How does selecting “power” **grade level objectives** help focus your information literacy instruction?



# Predictable

- How does using a **monthly program** help structure your information literacy instruction?
- How did the **“Planning Activity”** help you apply Big6 by the Month in your school?



# Measured

- What **evidence** did you collect?
- What **criteria** did you apply to the evidence?
- Have you collected sufficient evidence of student progress to report for individual students?



# Reported

- To what **audiences** did you report?
- What **format** did you use?
- How will you use reports of student progress to make instructional and program decisions?



# Your Questions ...





# Summary

- Information literacy is too important to be partial or arbitrary.
- Information literacy *is* an essential curriculum program.
- The comprehensive, 21<sup>st</sup> century information literacy program must be:
  - Defined
  - Predictable
  - Measured
  - Reported
- *Big6 by the Month* provides the conceptual and practical foundation for planning and delivering the comprehensive information and technology literacy program.







# Support - Resources

Big6 by the Month Website  
Discussion Board



## ▼ Big6 by the Month

AUGUST - Foundation

SEPTEMBER - Overview

OCTOBER - Task Definition

NOVEMBER - Information  
Seeking Strategies

DECEMBER - Location &  
Access

JANUARY - Use of  
Information

FEBRUARY - Revisit and  
Reflect

MARCH - Synthesis

APRIL - Evaluation

MAY - Culminating Activities

**The Team**

**News & Posts**

**Files**

**Benchmark Dates**

**Sitemap**

**Join Our Discussions**



# Participate:

**Google Site**

[\*http://sites.google.com/site/big6xthemonth\*](http://sites.google.com/site/big6xthemonth)

**Google Discussion Group**

[\*http://groups.google.com/group/b6month\*](http://groups.google.com/group/b6month)





## ***Big6 by the Month*** **Useful Web Resources**

The Big6 Associates, LLC <http://www.big6.com>

Big6 by the Month Webinar Series <http://bit.ly/Big6byMonth>

Google Site <http://sites.google.com/site/big6xthemonth/>

Google Discussion Group <http://groups.google.com/group/b6month>

Big6 Matrix: Use the Internet with Big6 Skills to Achieve Standards  
<http://janetsinfo.com/big6info.htm>

Trails <http://www.trails-9.org/>